

**EDLD 8400/8406**

**Ethics for Leaders**

**Fall 2021**

2461 Haley/Zoom on 8/21, 9/18, & 10/23; 8a-12p

Asynchronous other weeks

Department of Educational Foundations, Leadership, and Technology

Auburn University College of Education

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Wednesdays 12-3p

By appointment

**Course Overview**

**EDLD 8400/8406 Ethics for Leaders**

Student learning outcomes for this course are based on and extend the Class A (master’s level) instructional leadership standards and also reflect the Class AA (specialist level) instructional standards specified by the Alabama State Department of Education. In brief, this course includes content and practical experiences related to ethics and personal integrity in educational organizations and the communities they serve [3(a)- 3(c)]. The field experience component described in #7 Assignments/Projects more specifically describes how the course emphasizes shared leadership beyond the levels of observation and participation; engagement in alternative ways of thinking about educational settings and approaches to teaching to accomplish learning goals for student populations with ever changing needs; working with all stakeholders to support improved student learning; and a focus on leadership for special education, English language learners, career and technical education, technology, pre-K programs, and/or adolescent literacy.

This course is intended to go beyond the legal aspects of school leadership and expand student knowledge of ethics, equity and advocacy. Students will be guided through one of the leading conceptual frameworks for ethical decision making: the ethic of justice, care, critique and profession. Case studies are used to build knowledge (K) and ability (A) in regards to the framework and ethical practices. Leaders of schools and school systems must have the necessary skills, knowledge and dispositions to advocate for educational organizations and communities they serve. Content will emphasize diverse social, political, multicultural, ethnic, and economic settings. The course will have a specific emphasis on dispositions such as ethics, equity and advocacy, the role of diversity for today’s ethical leader and using multiple lenses to make decisions.

**Texts**

Rancière, J. (1991). [*The ignorant schoolmaster*](https://smile.amazon.com/Ignorant-Schoolmaster-Lessons-Intellectual-Emancipation/dp/0804719691/ref=sr_1_1?dchild=1&keywords=the+ignorant+schoolmaster&qid=1626644852&sr=8-1). Stanford, CA: Stanford University Press.

Rebore, R. W. (2013). [*The ethics of educational leadership*](https://smile.amazon.com/Ethics-Educational-Leadership-Allyn-Bacon/dp/0132907100/ref=sr_1_3?dchild=1&keywords=The+ethics+of+educational+leadership&qid=1626644830&sr=8-3). Pearson Higher Ed.

Faddis, T. (2019). [*The Ethical Line: 10 Leadership Strategies for Effective Decision Making*](https://smile.amazon.com/Ethical-Line-Leadership-Strategies-Effective/dp/1544337884/ref=sr_1_1?dchild=1&keywords=faddis+leadership+ethics&qid=1626644722&sr=8-1). Corwin Press.

For Reference

*Alabama Educator Code of Ethics*: <http://www.alsde.edu/sec/ee/Documents/Alabama_Educator_Code_of_Ethics.pdf>

*Alabama Instructional Leadership Standards* <https://www.alsde.edu/sec/ee/ACLD/Alabama_Standards_for_Instructional_Leaders.pdf>

**Rubric and Grading Scale:** The final grade for the course will be based on the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Points** | **Percentage** |  |
| Reflections (7 @ 10) | 70 | 47% |  |
| Final Paper A or B | 50 | 33% |  |
| In Class Participation | 20 | 20% |  |
| **Total** | **150** | **100%** |  |

**Assessments**

1. **Weekly Reflections**: 7 weekly reflections need to be submitted (out of 14 weeks possible). The first 5 weeks are required, the next 2 may be submitted at the student’s choice. Reflections are assessed on the quality and depth of reflection [specificity, clarity, accuracy, synthesis, reflection, and application].
2. **Final Paper A or B**. Write a roughly 12-15 page reflection demonstrating your knowledge from class as described in Canvas. See appendix for rubric.
3. **In Class Participation**: Students should demonstrate that they have come to class prepared, ready to make meaningful comments about the readings and engage with one another in discussion. Ethical professionalism is expected. See professionalism expectations below.

**Student Learning Outcomes (SLO’s):** SLO’s expand the standards for Class A Instructional Leadership [290-3-3-.48 (2)(a)-(h)] as well as reflect the content standards delineated in the Class AA Instructional Leadership analysis form [290-3-3-.53-301 3(c) 5-8 OR 5-9].

Upon completion of the course objectives the student will be able to:

1. To reflect on his/her own personal code of ethics as well as the personal codes of others in various K-12 leadership situations.
2. To develop knowledge of ethics theories and apply these models to personal and professional practice.
3. To provide an overview of conducted research relative to ethical practices and their relationship to best practices of instructional leadership.
4. To provide students with knowledge to apply the concepts of ethical leadership to their practice in culturally diverse settings using the four frames of justice, care, critique and profession.
5. To develop leadership dispositions which ensure ethical and equitable learning opportunities and high expectations for all.
6. To develop leadership dispositions related to advocacy for the school, community and profession.

**Class Policy Statements:**

Attendance: Class attendance, punctuality, and participation are expected and required. Students must meet the assignment deadlines described in the syllabus.

Excused absences/Late work: **Students who wish to have an excused absence or submit late work must contact the instructor in advance to request permission. The instructor will weigh the merits of the request and render a decision.** When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence/deadline. **Unexcused late assignments will receive a zero.** Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

*Please note:*

* *Copying and/or pasting other individuals’ work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
* *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course’s work.*

Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* 1. Engage in responsible and ethical professional practices
  2. Contribute to collaborative learning communities
  3. Demonstrate a commitment to diversity
  4. Model and nurture intellectual vitality

We expect students to utilize the course learning opportunities to practice the following:

*Skills*

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

*Applications*

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

*Dispositions*

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities and profession.

**Course Objectives and Standards to be Observed & Assessed**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2** | **Ethics and Professional Norms** |  |  |  |  |
|  | Effective educational leaders act ethically and according to professional norms to promote *each* student’s academic success and well-being. |  |  |  |  |
|  | *Effective leaders:* |  |  |  |  |
| 2.1 | Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all aspects of school leadership. | Candidate provides strong evidence of knowledge and skills that demonstrate the capacity to act, reflect on, communicate about, cultivate, and model ethical decision making regarding personal conduct, relationships, resources, and leadership. Evidence includes three or more documented leadership initiatives, reflections, or decisions s that demonstrate a level of awareness and comprehension of ethical interactions and relationships. Further, the evidence supports the candidate’s attempts to accurately identify, assess and refine current policies, procedures, and practices to continually promote resource stewardship within the organization. | Candidate provides adequate evidence of knowledge and skills that demonstrate the capacity to act, reflect on, communicate about, cultivate, and model ethical decision making regarding personal conduct, relationships, resources, and leadership. Evidence includes two documented leadership initiatives, reflections, or decisions s that demonstrate a level of awareness and comprehension of ethical interactions and relationships. Further, the evidence supports the candidate’s attempts to accurately identify, assess and refine current policies, procedures, and practices to continually promote resource stewardship within the organization. | Candidate provides little evidence of knowledge and skills that demonstrate the capacity to act, reflect on, communicate about, cultivate, and model ethical decision making regarding personal conduct, relationships, resources, and leadership. Evidence includes at least one documented leadership initiatives, reflections, or decisions s that demonstrate a level of awareness and comprehension of ethical interactions and relationships. Further, the evidence supports the candidate’s attempts to accurately identify, assess and refine current policies, procedures, and practices to continually promote resource stewardship within the organization. | Candidate provides insufficient evidence of knowledge and skills that demonstrate the capacity to act, reflect on, communicate about, cultivate, and model ethical decision making regarding personal conduct, relationships, resources, and leadership. Evidence does not include documented leadership initiatives, reflections, or decisions s that demonstrate a level of awareness and comprehension of ethical interactions and relationships. Further, the evidence supports the candidate’s attempts to accurately identify, assess and refine current policies, procedures, and practices to continually promote resource stewardship within the organization. |
| 2.2 | Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. | Candidate provides strong evidence of knowledge and skills that demonstrate the capacity to model and inspire integrity, fairness, and trust in decision-making, and engage in collaboration, learning, and perseverance as part of continuously improving the organization. Evidence includes three or more documented leadership initiatives or enhanced supportive services that demonstrate a deep level of awareness and comprehension of the quality of social and emotional well-being of organizational members at all levels. Further, the evidence supports the candidate’s ability to accurately assess and refine current policies, procedures, and practices to continually promote optimal health and learning climates within the organization. | Candidate provides adequate evidence of knowledge and skills that demonstrate the capacity to model and inspire integrity, fairness, and trust in decision making, and engage in collaboration, learning, and perseverance as part of continuously improving the organization. Evidence includes at least two documented leadership initiatives or enhanced supportive services that demonstrate a level of awareness and comprehension of the quality of social and emotional well-being of organizational members at all levels. Further, the evidence supports the candidate’s attempts to accurately identify, assess and refine current policies, procedures, and practices to continually promote optimal health and learning climates within the organization. | Candidate provides little evidence of knowledge and skills that demonstrate the capacity to model and inspire integrity, fairness, and trust in decision-making, and engage in collaboration, learning, and perseverance as part of continuously improving the organization. Evidence includes at least one documented leadership initiatives or enhanced supportive services that demonstrate a level of awareness and comprehension of the quality of social and emotional well-being of organizational members at all levels. | Candidate provides insufficient evidence of knowledge and skills that demonstrate the capacity to model and inspire and promote integrity, fairness, and trust in decision-making, and engage in collaboration, learning, and perseverance as part of continuously improving the organization. Evidence includes no examples of documented leadership initiatives or enhanced supportive services that demonstrate a level of awareness and comprehension of the quality of social and emotional well-being of organizational members at all levels. |
| 2.3 | Place children at the center of education and accept responsibility for each student’s academic success and well-being. | Candidate provides strong evidence of knowledge and skills that demonstrate the capacity for decision-making based on a student-centered mindset towards overall wellbeing and academic success. Evidence includes three or more documented leadership initiatives or enhanced supportive services that demonstrate a deep level of awareness and comprehension of organizational decisions based on a student-centered model, including pedagogy, assessment, discipline, budgeting, and resource allocation decisions. Further, the evidence supports the candidate’s responsiveness and commitment to student success and social and emotional wellbeing. | Candidate provides adequate evidence of knowledge and skills that demonstrate the capacity for decision-making based on a student-centered mindset towards overall wellbeing and academic success. Evidence includes at least two documented leadership initiatives or enhanced supportive services that demonstrate a deep level of awareness and comprehension of organizational decisions based on a student-centered model, including pedagogy, assessment, discipline, budgeting, and resource allocation decisions. Further, the evidence supports the candidate’s responsiveness and commitment to student success and social and emotional wellbeing. | Candidate provides little evidence of knowledge and skills that demonstrate the capacity for decision-making based on a student-centered mindset towards overall wellbeing and academic success. Evidence includes at least one documented leadership initiatives or enhanced supportive services that demonstrate a deep level of awareness and comprehension of organizational decisions based on a student-centered model, including pedagogy, assessment, discipline, budgeting, and resource allocation decisions. Further, the evidence touches on the candidate’s responsiveness and commitment to student success and social and emotional wellbeing. | Candidate provides insufficient evidence of knowledge and skills that demonstrate the capacity for decision-making based on a student-centered mindset towards overall wellbeing and academic success. Evidence does not show documented leadership initiatives or enhanced supportive services that demonstrate a deep level of awareness and comprehension of organizational decisions based on a student-centered model, including pedagogy, assessment, discipline, budgeting, and resource allocation decisions. the evidence does not support the candidate’s responsiveness and commitment to student success and social and emotional wellbeing. |
| 2.4 | Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. | Candidate provides *strong evidence* of knowledge and skills that **demonstrate the capacity to facilitate democratic ideals, promoting core values of individual freedom, equity, social justice, community, and diversity.**  Evidence includes three or more examples of experiences, initiatives, or decisions used to establish, bolster, and/or support the above values at an organizational level, and amongst students and staff. | Candidate provides *adequate evidence* of knowledge and skills that **demonstrate the capacity for decision-making based on a student-centered mindset towards overall wellbeing and academic success.** Evidence includes at least two examples of experiences, initiatives, or decisions used to establish, bolster, and/or support the above values at an organizational level, and amongst students and staff. | Candidate provides *little evidence* of knowledge and skills that **demonstrate the capacity for decision-making based on a student-centered mindset towards overall wellbeing and academic success.** Evidence includes at least one experience, initiative, or decision used to establish, bolster, and/or support the above values at an organizational level, and amongst students and staff. | Candidate provides *insufficient evidence* of knowledge and skills that **demonstrate the capacity for decision-making based on a student-centered mindset towards overall wellbeing and academic success.** Evidence does not include examples of experiences, initiatives, or decisions used to establish, bolster, and/or support the above values at an organizational level, and amongst students and staff. |
| 2.5 | Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures. | Candidate provides strong evidence of knowledge and skills that demonstrate the capacity to lead with an ethic of care, prioritizing cultural and social responsiveness, socio-emotional awareness, and strong interpersonal communication. Evidence includes three or more documented leadership dispositions, experiences, or examples of a deep understanding of emotional, social, and cultural prioritization and communication. These emphasize the tenants of culturally responsive school leadership for both students and staff relationships. | Candidate provides adequate evidence of knowledge and skills that demonstrate the capacity to lead with an ethic of care, prioritizing cultural and social responsiveness, socio-emotional awareness, and strong interpersonal communication. Evidence includes at least two documented leadership dispositions, experiences, or examples of a deep understanding of emotional, social, and cultural prioritization and communication. These emphasize the tenants of culturally responsive school leadership for both students and staff relationships. | Candidate provides little evidence of knowledge and skills that demonstrate the capacity to lead with an ethic of care, prioritizing cultural and social responsiveness, socio-emotional awareness, and strong interpersonal communication. Evidence includes at least one documented leadership disposition, experience, or example of a deep understanding of emotional, social, and cultural prioritization and communication. It touches on the tenants of culturally responsive school leadership for both students and staff relationships. | Candidate provides insufficient evidence of knowledge and skills that demonstrate the capacity to lead with an ethic of care, prioritizing cultural and social responsiveness, socio-emotional awareness, and strong interpersonal communication. Evidence does not include documented leadership dispositions, experiences, or examples of a deep understanding of emotional, social, and cultural prioritization and communication. There is no emphasis on the tenants of culturally responsive school leadership for both students and staff relationships. |
| 2.6 | Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. | Candidate provides strong evidence of knowledge and skills that demonstrate the capacity to provide and express leadership choices and examples that promote ethical and professional behavior and strong moral direction for all personnel. Evidence includes more than three examples of personal and professional boundaries set and consistently enforced to promote, model, and require ethically vigilant organizational behaviors. | Candidate provides adequate evidence of knowledge and skills that demonstrate the capacity to provide and express leadership choices and examples that promote ethical and professional behavior and strong moral direction for all personnel. Evidence includes at least two examples of personal and professional boundaries set and enforced to promote, model, and communicate ethically acceptable organizational behaviors. | Candidate provides little evidence of knowledge and skills that demonstrate the capacity to provide and express leadership choices and examples that promote ethical and professional behavior and strong moral direction for all personnel. Evidence includes one example of personal and professional boundaries set and consistently enforced to promote, model, and require ethically vigilant organizational behaviors. | Candidate provides insufficient evidence of knowledge and skills that demonstrate the capacity to provide and express leadership choices and examples that promote ethical and professional behavior and strong moral direction for all personnel. Evidence includes a substandard or no examples Evidence includes more than three examples of personal and professional boundaries set and consistently enforced to promote, model, and require ethically vigilant organizational behaviors. |

**Course Schedule – See Canvas for Readings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WEEK | DATE | Note | Class Topic | Assignment |
| 1 | 21-Aug | **F2F/Zoom** | Considering meaning | Reflection 1 |
| 2 | 28-Aug |  | The system reproduces its existence | Reflection 2 |
| 3 | 4-Sep |  | The 'gift' of freedom | Reflection 3 |
| 4 | 11-Sep |  | Pluralism as equality | Reflection 4 |
| 5 | 18-Sep | **F2F/Zoom** | Equality and the symbolic | Reflection 5 |
| 6 | 25-Sep |  | Is acting ethical ethical? | Reflection 6 |
| 7 | 2-Oct |  | The possibility of equality | Reflection 7 |
| 8 | 9-Oct |  | On freedom and meaning | Reflection 8 |
| 9 | 16-Oct |  | Personal conduct | Reflection 9 |
| 10 | 23-Oct | **F2F/Zoom** | Professional norms | Reflection 10 |
| 11 | 30-Oct |  | Student centered leadership | Reflection 11 |
| 12 | 6-Nov |  | Professional values | Reflection 12 |
| 13 | 13-Nov |  | Cultural responsiveness | Reflection 13 |
| 14 | 20-Nov |  | Staff leadership | Reflection 14 |
| 15 | 27-Nov | BREAK | N/A |  |
| 16 | 4-Dec |  | Final Thoughts | Final Paper |